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ABSTRACT

Intended for administrators, the handbook provides an overview to Project SOCRATES, a program for academically gifted fourth and fifth graders designed to expand academic capabilities for problem solving, creative thinking, evaluation, leadership, and the ability to adjust to change. Sections address the following areas: statement of philosophy: general information on the Paris (Texas) Independent School District: project goals: the identification process (giftedness in intellectual ability, creative or productive thinking, and leadership): project operation (students are pulled out of regular classes to attend the special program for 1 day per week): curriculum: instructional strategies and materials: staff development: evaluation: public relations and involvement: and replication. (SBH)

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PROJECT SOCRATES

PROGRAM FOR THE ACADEMICALLY GIFTED GRADES 4-5

ADMINISTRATOR'S HANDBOOK

Funded by Title IVC of the
Elementary and Secondary Education Act

EC 124 548

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Paris Independent School District
Paris, Texas

December, 1978

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INTRODUCTION

This Administrator's Handbook has been prepared to provide a concise overview of Project SOCRATES for any educator who is faced with the responsibility of developing, implementing, operating, and evaluating a gifted education program. Although designed for use by an administrator in either a single school or an entire school district, this information can also be useful to the teacher of the gifted.

This handbook includes philosophy, general information about Paris school district, goals, identification procedures, operational procedures, curriculum, instructional strategies and materials, staff development, evaluation procedures, public relations and involvement, and replication provisions--all of which are unique to Project SOCRATES. Ideally, this information provides a framework from which administrators and teachers of other school districts can build a gifted education program which is in accord with their local philosophy and needs.

Project SOCRATES, funded by Title IV, Part C of the Elementary and Secondary Education Act, was implemented in August, 1976. Since that time many good things have been developed and much experience has been gained. Paris Independent School District is eager to share its program for the academically gifted with other educators.

STATEMENT OF PHILOSOPHY

In accordance with the United States Office of Education and the Texas Education Agency, the Paris Independent School District defines gifted and talented children as being those who have outstanding abilities and are capable of high performance in any of the following areas:

1) General intellectual ability
2) Specific academic aptitude
3) Creative or productive thinking
4) Leadership ability
5) Visual and performing arts
6) Psychomotor ability

These children require differentiated educational programs beyond those normally provided by the regular school program.

The Paris Independent School District's program for the gifted specifically addresses the following areas: general intellectual ability, creative or productive thinking, and leadership ability.

This program is designed to parallel Paris Independent School District's philosophy of education which states that all students should be provided with the opportunity to develop academic potentials and with the opportunity to use their acquired skills and knowledge to think logically, critically, and creatively.

GENERAL INFORMATION

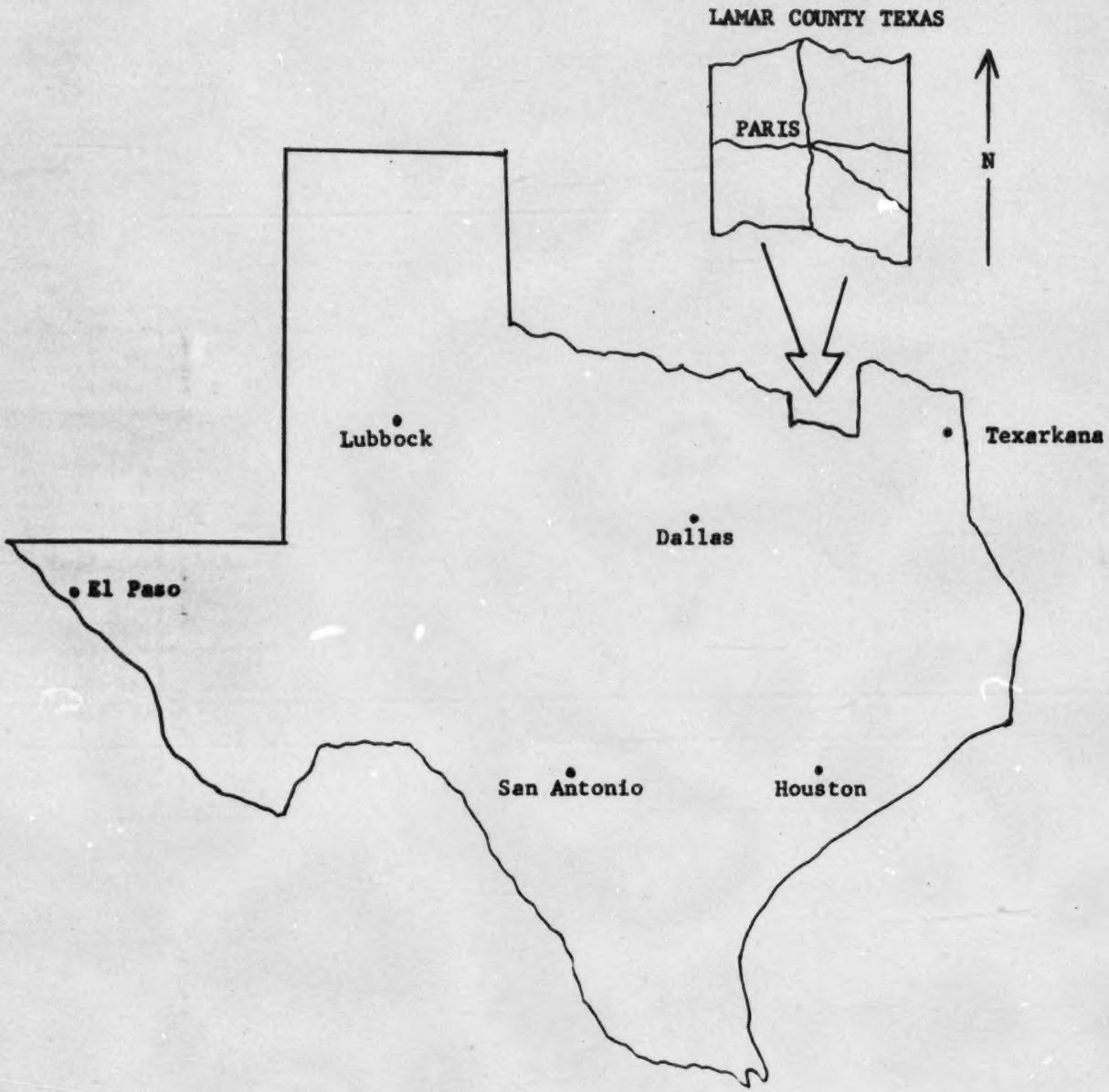
Paris Independent School District serves a community in which the economy is based on industry and agriculture. The community is a railroad center, with railroad freight service provided by four companies.

Located in Northeast Texas, 95 miles west of Texarkana and 110 miles northeast of Dallas (as illustrated on the following page), Paris is the county seat of Lamar County. The 1978 population estimate is 25,314.

Community facilities include three banks, two savings and loan associations, more than 97 churches representing 20 denominations, two hospitals, four motels, three military installations, and a public library which houses more than 31,336 volumes. Communications include both daily and weekly newspapers, two radio stations, a main post office with two substations, telephone and telegraph service, and a television translator. Transportation facilities include air and bus transportation, taxicab service, and motor and railroad freight service. Recreational facilities/functions include three theatres; a school/community auditorium; two golf courses; numerous public parks with picnic and play areas; swimming pools; tennis courts; a youth center; a museum; a municipal band; a professional rodeo; widespread hunting and fishing areas; two large lakes providing camping, water sports, and fishing; a state-owned goose refuge; the Paris Art Fair; and, the Red River Valley Exposition.

Paris Junior College is accessible to citizens of the community for higher education. Paris Junior College's newest building, the Mike Rheudasil Learning Center, houses the A. M. and Welma Aikin Regional Archives, which consist of public and private papers of Senator and Mrs. Aikin as well as

GEOGRAPHIC LOCATION OF PARIS, TEXAS



their memorabilia collected over an almost fifty-year period of public service. Also accessible is East Texas State University, located approximately forty miles southwest of Paris in Commerce, Texas.

Paris Independent School District is the largest of six school districts in Lamar County. The student enrollment is approximately 4,750 with a beginning average daily attendance of 4304.77. The student ethnic breakdown is approximately 30 percent minority and 70 percent other. The district employs approximately 292 professional and 69 para-professional personnel. Including the custodial, maintenance and cafeteria employees, the total number of school personnel approximates 460.

Paris Independent School District operates under broad-based policies established by the Board of School Trustees. The Board is composed of seven citizens who are elected by qualified voters and who represent single member districts. Administrative positions include Superintendent, Assistant Superintendent for Curriculum and Instruction, and Assistant Superintendent for Business. Supervisory positions include Director of Elementary Education, Director of Special Services, Director of Occupational Education, and Supervisor of Developmental Reading.

The district operates eight campuses. All kindergarten classes, the district-wide gifted education instructional center for fourth and fifth graders, an adult basic education center, and varied classes for the handicapped are located on one campus. There are four elementary campuses for grades 1-5, two middle school campuses for grades 6-8, and one high school campus for grades 9-12. All campuses have special services for the handicapped. A unit for the severely handicapped is located at the Lamar Opportunity Center. All elementary campuses including kindergarten, and

both middle school campuses, have compensatory education in the area of reading.

Paris Independent School District has been an accredited member of the Southern Association of Schools and Colleges since 1931 and is among the first in Texas to secure accreditation under the state's current program. A balanced curriculum is offered students in kindergarten through grade twelve, with comprehensive special services being provided for students from age three through 21. The curriculum includes all fundamental subjects and special courses in art; music; physical education; speech; drama; homemaking; business training; industrial and vocational fields including agriculture; and foreign language including Spanish, German, French, and Latin. A competitive athletic program is offered boys and girls in grades seven through twelve.

The District is currently writing Student Learner Objectives and Criterion-Referenced Tests in the curriculum areas of mathematics, communication arts, science, social studies, fine arts, and health and physical education. Learner objectives and tests are to be developed in other curriculum areas in the near future. This is a part of the District's program in learner-based accountability.

GOALS

SOCRATES is a project for academically gifted students in grades four and five. For the purposes of this project, an academically gifted student is described as one who possesses expanded academic capabilities for problem solving, creative thinking, evaluation, leadership, and the ability to adjust to change.

Project SOCRATES is designed in consideration of the following basic assumptions and observable facts:

1) The academically gifted differ from others in learning capability. They learn faster and remember more and they tend to think more deeply about what they learn.

2) The academically gifted, as adults, remain similarly advanced and tend to assume distinctive leadership roles in whatever lines of activity they engage.

3) The regular school curriculum only barely approximates the demands of either the greater learning capacity or the anticipated leadership roles of the academically gifted.

4) The most feasible educational structure for meeting the needs of the academically gifted is the specialized instructional resource setting into which gifted students are brought together for a portion of the school week for study and for group and individualized activities.

5) The academically gifted learn basic language and computational skills quite well in the regular class setting. The added emphasis in the resource setting should be upon abstract reasoning, forecasting, creative thinking, decision making, and planning.

It is from these assumptions and facts and from other information gained from research, other school districts, specific developmental projects, education service centers, and the Texas Education Agency that the SOCRATES goals evolved. The following broad goals are identified to accomplish the overall intents of the SOCRATES project:

1) SOCRATES PARTICIPANTS WILL SHOW SIGNIFICANT POSITIVE GAIN IN CREATIVE THINKING ABILITY AS DEMONSTRATED BY PRE AND POST-TEST MEASURES AND ANALYZED WITH THE T-TEST FOR CORRELATED SAMPLES.

2) SOCRATES PARTICIPANTS WILL SHOW SIGNIFICANT POSITIVE GAIN IN FORECASTING ABILITY AS DEMONSTRATED BY PRE AND POST-TEST MEASURES AND ANALYZED WITH THE T-TEST FOR CORRELATED SAMPLES.

3) SOCRATES PARTICIPANTS WILL SHOW SIGNIFICANT POSITIVE GAIN IN REASONING ABILITY AS DEMONSTRATED BY PRE AND POST-TEST MEASURES AND ANALYZED WITH THE T-TEST FOR CORRELATED SAMPLES.

4) SOCRATES PARTICIPANTS WILL SHOW SIGNIFICANT POSITIVE GAIN IN PLANNING ABILITY AS DEMONSTRATED BY PRE AND POST-TEST MEASURES AND ANALYZED WITH THE T-TEST FOR CORRELATED SAMPLES.

5) SOCRATES PARTICIPANTS WILL SHOW SIGNIFICANT POSITIVE GAIN IN DECISION MAKING ABILITY AS DEMONSTRATED BY PRE AND POST-TEST MEASURES AND ANALYZED WITH THE T-TEST FOR CORRELATED SAMPLES.

IDENTIFICATION PROCESS

A total of sixty academically gifted students are identified for participation in Project SOCRATES at the beginning of each school year. Thirty students are identified in grade four and thirty students are identified in grade five. These students represent approximately 7.5 percent of the district-wide enrollment in grades four and five.

Identification criteria are designed to specify only academically gifted students. The Texas Education Agency in accord with the United States Office of Education defines gifted and talented youth as those who are identified by professional educators and who by virtue of outstanding abilities are capable of high performance in any of the following areas, singly or in combination:

1) General intellectual ability
2) Specific academic aptitude
3) Creative or productive thinking
4) Leadership ability
5) Visual and performing arts
6) Psychomotor ability

Identification criteria for Project SOCRATES address only three areas of giftedness--general intellectual ability, creative or productive thinking, and leadership ability.

Identification criteria are totally objective and consist of only two standardized testing instruments--the Otis-Lennon Mental Ability Test, a group intelligence test, and the School and College Ability Tests, a group aptitude test which measures verbal and mathematical reasoning abilities.

Because identification criteria are objective, students are selected without regard to sex or ethnicity. The Department of Health, Education, and Welfare, Office for Civil Rights, after on-site review, has found all selection procedures to be in compliance with Title VI of the Civil Rights Act of 1964 as amended.

The identification process is accomplished during the first six-weeks period of the school year. All students in grades four and five in the school district are administered both testing instruments in order to give each a chance for selection. Data for each grade level are treated separately. Students are ranked according to their scores on each test. Each student's rank position on the Otis-Lennon and his/her rank position on the SCAT are then averaged to derive the student's average rank assignment. Students are then ranked according to average rank assignments. The thirty students having the highest rankings are identified for participation from each grade level yielding the sixty project participants.

A student who is a participant in grade four is not automatically a participant in grade five. He/She must undergo the same selection process as a fifth grade student.

When the sixty project participants are identified, their regular classroom teachers for both the preceding and the current school year are consulted for verification of student performance. In case of teacher disagreement concerning a certain student's performance, the parent(s) of that student are informed, prior to project enrollment, that there is some question as to whether or not the child can maintain his/her usual classroom performance and miss one school day each week as result of

participation in the SOCRATES project. The decision for project participation is made by the parent(s). If the decision is made to enroll the child in the project, his/her regular classroom performance is closely monitored during the first six-weeks period of project operation. At the end of this period, the regular classroom teacher(s), principal, and project staff make a final decision regarding the child's continued project participation. If the child is removed from the project, the thirty-first student according to average rank assignments for his/her grade level is enrolled in the project, providing that this change occurs during the first twelve weeks of project operation. After this time, no "new" students are enrolled in the project.

Upon completion of the identification process, parents of the sixty SOCRATES participants are informed and asked to attend project orientation. A parental consent form must be signed by each child's parent(s) for project participation.

PROJECT OPERATION

Project SOCRATES is managed by a Project Director, who is Assistant Superintendent for Curriculum and Instruction in Paris Independent School District; a Project Coordinator, who is Director of Elementary Education for the school district; one full-time Project Teacher; and, one full-time Project Teacher Aide. All of these staff members are actively involved in implementation of the project.

The first six-weeks period of each school year is devoted to district-wide testing and identification of project students; parent orientation; curriculum revision; preparation of teacher-made instructional materials; selection of commercially prepared instructional materials; and staff development for the project teacher and aide as well as all elementary staff members. Identified students are enrolled for instruction at the beginning of the second six-weeks period for the remainder of the school year.

Project SOCRATES employs a program prototype whereby Monday through Thursday of each week, approximately fifteen students per day are "pulled out" of the regular classroom and transported to the district-wide instructional center located on the Givens Elementary School campus. Fourth grade students are scheduled in the center on Monday and Tuesday and fifth grade students are scheduled on Wednesday and Thursday. Students arrive at the center by 8:45 a.m. and return to their regular school campuses by 3:00 p.m. Students are responsible for all regular classroom instruction and assignments which they miss during this one day per week.

Friday of each week is used by the project teacher for planning purposes and for conducting conferences with parents of project students, principals, and regular classroom teachers.

CURRICULUM

Curriculum for Project SOCRATES is developed as a means of attaining the five broad goals which are identified to accomplish the overall purpose of the project. This curriculum focuses on higher level thinking skills in the areas of creative thinking, forecasting, reasoning, decision making, and planning. Each of these areas is addressed by a broad goal.

According to the State Plan for the Education of the Gifted and Talented devised by the Texas Education Agency, "the gifted and talented require differentiated educational programs and/or services beyond those normally provided by the regular school program." It is for this reason that the SOCRATES curriculum is based on higher level thinking skills and that it is not based on acceleration of the regular school curriculum. Skills and/or content of the standard subjects in the regular school curriculum may be taught indirectly but no conscious effort is made to do so.

The areas of the curriculum are taught in the sequence in which they are listed above. No certain amount of time is devoted to each of the areas. Student needs and interests determine the time factor.

A SOCRATES Curriculum Guide has been prepared by the project staff. Only four broad goals are listed in this guide. Goal One involves creative thinking; Goal Two involves forecasting; and, Goal Three involves reasoning. Goal Four combines decision making and planning. Basic skills involved in these two areas are taught in sequence, but many of the instructional activities require skills of both areas.

Under each goal are listed objectives and under each objective are listed content, criterion referenced test item(s), representative instructional activities, and the materials required for the activities. This curriculum guide is continuously revised each school year or when there is substantial need.

INSTRUCTIONAL STRATEGIES AND MATERIALS

The individualized approach to learning is employed in Project SOCRATES. Learning experiences are organized around the individual needs of academically gifted students. Students work alone, in small groups, and in one large group at different times in the instructional center. Tutoring, both teacher-student and student-student is utilized.

Each student has the opportunity to experience a feeling of autonomy, as he/she plays a part in setting his/her own individual objectives and selecting activities to be undertaken to reach those objectives. A variety of materials is accessible to the student for selection or assignment according to his/her needs and interests. Differentiation of student activity is evident.

As a very vital part of the individualized approach, the project teacher maintains full responsibility for teaching. His/Her role includes analyzing, prescribing, instructing, guiding, leading, motivating, counseling, and/or stimulating. He/She is constantly striving to help each academically gifted child realize his/her potential ability.

A variety of teaching strategies is used to implement the SOCRATES curriculum. Included are lecture, brainstorming, simulation games, exploration, research, inquiry, creative innovation, debate, group discussion, independent study, and computer assisted instruction.

All instructional activities are designed to reinforce the five curriculum areas. Instructional materials and equipment include an on-line computer terminal, teacher-made materials, and commercially prepared materials and kits which involve student activities based upon thinking and reasoning skills.

An inventory of the instructional and reference materials used in Project SOCRATES follows:

INSTRUCTIONAL MATERIALS/PUBLISHERS

*Basic Thinking Skills - Midwest Publications Company, Inc.

Brain Boosters - Teachers Exchange of San Francisco

Brain Drain (Book A) - Creative Teaching Associates

Coping With Series - American Guidance Service

Creative Writing Book - Good Apple

Critical Thinking (Book 1) - Midwest Publications Company, Inc.

Dealing With Causes of Behavior - Lakewood City Public School System

Decision Making - McKnight Publishing Company

*Deductive Thinking Skills (Mind Benders) - Midwest Publications Company, Inc.

*Drug Prevention Education Program (Student Learning Activity Package, Teacher Activity Package) - Cooperative Educational Service Agency Number Eight

Fact Fantasy and Folklore - Good Apple

File Folder Ideas - The Education Center

*Guinness Book of World Records - Society for Visual Education Inc.

Holiday Center Ideas - The Education Center

I Am Loveable and Capable - Argus Communications

*IOX Measures of Self Concept - Instructional Objectives Exchange

*Let's Look at Logic - Guidance Associates

Memory Development - ESP, Inc.

*Mind Expanders - Creative Teaching Associates

*New Directions in Creativity (Mark 1, Mark 2, Mark 3) - Harper & Row Publishers, Inc.

*Planning the Human Community - Society for Visual Education Inc.

Probability Kit - Creative Teaching Associates

Public Speaking - ESP, Inc.

Quest - Creative Teaching Associates

INSTURCTIONAL MATERIALS/PUBLISHERS
(Continued)

Reading, Thinking, and Reasoning Skills Program (Footsteps, Snowflakes, Clouds) - Steck-Vaughn Company

*Researchlab - Science Research Associates, Inc.

Secrets & Surprises - Good Apple

Story Starters - Teachers Exchange of San Francisco

Study Skills Library - Educational Developmental Laboratories

Success Core - McKnight Publishing Company

*Super Think - Troll Associates

*Thinklab - Science Research Associates, Inc.

*Thinklab 2 - Science Research Associates, Inc.

Transition 1 - Communication and Problem-Solving Skills - American Guidance Service

*Unsolved Mysteries...with Sherlock Holmes and Dr. Watson - Society for Visual Education Inc.

ADDITIONS

*Recommended by project teacher

INSTRUCTIONAL MATERIALS/PUBLISHERS

Puzzles, Brain Teasers, Activities and Games

Clue - Parker Brothers

Ergo - Resources for the Gifted

Fold a Banana, and 177 Things to Do When You're Bored - Resources for the Gifted

Mass Media - Resources for the Gifted

Mastermind - Resources for the Gifted

Monopoly - Parker Brothers

Othello - Resources for the Gifted

Queries & Theories - Resources for the Gifted

Tripples - Resources for the Gifted

221B Baker Street - Gammon Games

Wff 'N Proof - Resources for the Gifted

ADDITIONS

REFERENCE MATERIALS/PUBLISHERS

Family Word Finder - Reader's Digest Services, Inc.
Educational Division

Merit Students Encyclopedia - Macmillan Library Services

National Geographic Picture Atlas of Our Fifty States - National Geographic Society

The Explorer World Atlas - Rand McNally & Company

The New American Roget's College Thesaurus - Grossett and Dunlap

The New Book of Knowledge - Grolier Educational Corporation

The World Almanac and Book of Facts 1978 - Newspaper Enterprise Association, Inc.

The World Almanac and Book of Facts 1979 - Newspaper Enterprise Association, Inc.

The World Book Encyclopedia - Field Enterprises Educational Corporation

ADDITIONS

STAFF DEVELOPMENT

Paris Independent School District staff development in gifted education involves an awareness level, which is designed for all elementary staff members, and a more in-depth training level, which is designed for the project teacher.

Upon initial implementation of Project SOCRATES, an awareness session was conducted for all elementary staff members. General information about gifted education and an overview of the project were presented. Regular classroom teachers of students who were identified for project participation were provided more specific information concerning project operation. Middle school staff members were not included in this awareness session due to unlike staff development schedules; however, in the case of project replication, it is recommended that the middle school staff be included in order to provide for student follow-up.

In addition to the awareness session, several "update" sessions have been provided for all elementary staff members. All dissemination materials, including the project brochure, the curriculum guide, the staff slide/tape presentation and the student slide/tape presentation have been shown during these sessions. A detailed explanation of the curriculum guide has been given to the project participants' regular classroom teacher(s).

Selection of the project teacher and teacher aide was made by the project director and coordinator. Teacher qualifications included outstanding past performance as a regular classroom teacher, a high energy level, flexibility, and openmindedness to new approaches and ideas. Teacher aide qualifications included ability to perform required instructional

and clerical duties and the ability to "meet the public" graciously as many on-site visitations by educators, parents, and citizens of the community were expected.

In-depth training for the project teacher was initiated by providing time for that person to review available literature on gifted education. In addition, that person was sent to a national conference on the gifted and the talented. In the fall of 1976, avenues for staff development in gifted education were limited.

Presently, the Texas Education Agency has grouped the twenty education service centers of Texas into five divisions to form the Texas Regional Consortia on the Education of the Gifted and Talented. The principal objective of each consortium is to provide a vehicle for delivering staff development opportunities on the education of gifted/talented students to local school personnel. The project teacher as well as the coordinator are participants in this training.

In the case of project replication, it is recommended that in-depth training of the project teacher be comprehensive and continuous. Suggestions for this training include review of past and current literature, attendance of conferences sponsored by national and state professional organizations, participation in training sponsored directly by the Texas Education Service Centers and the Texas Education Agency, participation in conferences and/or courses of instruction sponsored by institutions of higher learning, and on-site visitations to gifted education programs.

EVALUATION

Evaluation of student progress in Project SOCRATES is based on growth in the five curriculum areas. The project teacher holds a minimum of two conferences each school year with the parent(s) of each SOCRATES student and with the regular classroom teacher(s) of each SOCRATES student in order to report individual progress. A file containing examples of student performance on written activities is maintained for each student and is used as the basis for conference reporting. No written grade report is given.

Evaluation of program effectiveness is based on both objective and subjective data. SOCRATES students are pre- and post-tested to show gain with locally-developed instruments, which measure student performance in the five curriculum areas and with the School and College Ability Tests, which measure verbal and mathematical reasoning abilities. In addition, a parent evaluation instrument is completed by each SOCRATES student's parent(s). Data gathered using these instruments are treated statistically.

Subjective data are gathered from the parent evaluation instrument in the form of comments. Additional data are obtained from regular classroom teachers and parents of the SOCRATES students in scheduled conferences. The project staff, principals, regular classroom teachers, and parents all have input in project evaluation and planning.

PUBLIC RELATIONS AND INVOLVEMENT

Efforts by the project staff to ensure public awareness and support of Project SOCRATES are directed toward the following groups of people: the local Board of School Trustees, all Paris Independent School District staff members at the elementary level, parents of project participants, and other citizens of the community.

Upon completion of the initial planning and development of the project and prior to its implementation, the Board of School Trustees was informed of the plans and asked for approval. During the first year of operation, a program presentation was made to the Board. Since that time, the Board has been kept abreast of progress through status reports made by the project director and coordinator and through prepared dissemination materials.

Special efforts are made by the project staff to keep all Paris ISD elementary staff members informed of the progress being made in SOCRATES. An awareness session and "update" sessions have been conducted during which the staff slide/tape presentation and the student slide/tape presentation have been shown. The project brochure and curriculum guide are accessible to all staff members.

Regular classroom teachers in grades four and five are directly involved in SOCRATES, as some of their students are the participants. Arrangements are made for each teacher to visit the district-wide center in order to become familiar with the curriculum, instructional strategies, and instructional materials. Each teacher is provided a personal copy of the curriculum guide. The project teacher schedules a minimum of two conferences

per year with each teacher in order to discuss pupil progress and carry-over of student projects to regular classroom instruction and to gain suggestions for project improvement.

Parents of project students are continuously informed of SOCRATES. Each school year, upon completion of the identification process, parent orientation is conducted. All relevant aspects of the project are explained, the project brochure is distributed, slide/tape presentation(s) are shown, and the instructional center is displayed.

A minimum of two conferences with parents of each student are scheduled during the school year. Pupil progress is reported and suggestions are made by the project teacher as to how the parent(s) can encourage further development of student ideas and/or independent studies initiated in the instructional center.

At the end of the school year, the project staff hosts an open house for the parents. At this time student products are displayed and/or students provide a culmination activity which is a result of their combined effort.

Parents are encouraged to give suggestions for project improvement any time during the school year. A special effort is made to gain their input during parent conferences. In addition, a survey in which parents complete an evaluation form is conducted each school year.

The project staff continuously seeks to achieve comprehensive community understanding and support of SOCRATES. Citizens of the community are informed through news releases, the project brochure, and program presentations to parent-teacher groups, civic organizations, professional associations, and special interest groups, in which the two slide/tape presentations are used.

An attempt to facilitate community involvement is made by the project teacher through use of resource persons in the instructional center and through use of fieldtrips. An open invitation to visit the instructional center is extended to all interested citizens.

Positive public relations are desirable for the success of any educational program, but are essential to a program which focuses on a special population. Public understanding, support, and cooperation promote maximum program effectiveness.

REPLICATION

SOCRATES establishes a practical and effective program for academically gifted students. The project may be replicated in its entirety or in any of its component parts. Specific components which may be duplicated are the project brochure, the slide/tape presentation developed by the project staff, the slide/tape presentation developed by the project students, the curriculum guide, the administrator's handbook, and all project operation forms.

Project SOCRATES can be readily replicated at another site. Essential items include a regular classroom; a teacher who is flexible, is open to new ideas, and is eager to become involved in gifted education; testing materials for identification and evaluation processes; and, recommended teacher-made and commercially packaged instructional materials.

Excluding the salary of one project teacher, a school district could sufficiently implement Project SOCRATES for approximately $2,500 as the first-year cost. This figure represents testing and instructional materials only. The salary of the teacher aide and the fee for services for Computer Assisted Instruction are excluded, as these items are completely optional. If students are to be transported to a district-wide instructional center, then $750 should be added for transportation, resulting in a total first-year implementation cost of $3,250, excluding the teacher's salary. A budget worksheet which reflects essential and optional items is supplied on the following page.

BUDGET WORKSHEET

CATEGORY	TOTAL COST PER CATEGORY	DESCRIPTION OF CHARACTERISTICS
Personnel	$ _____	. $_____ One full-time certified project teacher . $_____ *One full-time project teacher aide . $_____ Unemployment compensation for teacher/aide
Purchased and Contracted Services	$ _____	. $ 2,500 *Services for Computer Assisted Instruction . $ 750 Transportation of participants from assigned campus to district-wide instructional center, field trips (applicable only to district-wide center)
Supplies and Materials	$ 2,500	. $ 500 Testing materials for participant selection . $ 2,000 Commercially prepared instructional materials and supplies for teacher- and student-made materials
Other Operating Expenses	$ _____	. $_____
TOTAL PROGRAM BUDGET	$_____	

*Optional

The SOCRATES staff will send printed information upon request and is available for informative presentations to those educators who are interested in project replication. If replication is desired, one day of intensive teacher training involving project operation, identification procedures, curriculum content, instructional materials and activities, and evaluation procedures is recommended. The project coordinator or project teacher is available to provide this training.

On-site visitation to Project SOCRATES is recommended, if possible. The project is a member of the Texas network of Demonstration Schools for Individualized Instruction. The purpose of this network is to move good ideas from school to school throughout the state by program visitation; therefore, provisions for on-site visitation are intact.

FOR FURTHER INFORMATION CONTACT:

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